




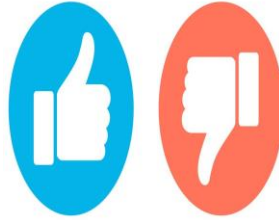
# UNIT 1 LEARNING EXPECTATIONS

1. This document is a summation of what you need to master for the Unit Test.
2. Review the overview below and be able to answer the questions as we analyze the Unit.
3. Quizzes and Exit Ticket Assessments that will align with the overview below.
  - a. This is a Study Resource.
  - b. This can be used to assist in completing your Do Now.
  - c. **INCORPORATE LEARNED INFORMATION WITHIN YOUR EXIT TICKETS**
4. Your answers need to incorporate Perspectives and ISPICE.

INQUIRY ARC	HOW ARE SOCIETIES BUILT? WHEN IS A REVOLT JUSTIFIED?		
<p><b>Purpose for Learning</b></p> <p><i>How to connect the unit to being successful and achieving your goals.</i></p> <ol style="list-style-type: none"> <li>1. How can revolting help you achieve your goals?</li> <li>2. How can revolting keep you from achieving your goals?</li> <li>3. If revolting is an option, do you have a plan and system implemented to succeed?</li> <li>4. When is it better to conform then to revolt?</li> <li>5. How should you handle conflicts and disagreements early so that there will not be a revolt later?</li> </ol>			
<p><b>Unit 1 – Colonial America</b></p> <p><b>Big Ideas (Main Ideas)</b></p> <ul style="list-style-type: none"> <li>• The 13 colonies and its three regions, New England, Middle, and Southern, influenced the daily lives of the inhabitants of the region in ways that would continue to define them well into the 20<sup>th</sup> century.</li> <li>• The cultural differences between Native Americans and Europeans contributed to the cooperation and conflicts that existed between these groups.</li> <li>• In colonial America, political and religious leaders begin to empower individuals and groups to experiment with differing visions of social life and organizational governance also influenced by colonists' ideas of their rights as English subjects.</li> <li>• Initially as a response to the intensive labor required to harvest and produce crops in colonial America, slavery quickly emerged as a deeply problematic institution.</li> </ul>	<p>Native Americans were the first to create a society in the Americas. The Africans had been to the Americas in 1292 BC., thousands of years before they were forced to the Americas to work for the remainder of their lives because of the color of their skin and the lack of knowledge of the New World. The Europeans accidently stumbled across a continent that was already inhabited by civilized people. They would come for economics, fame, and the ability to practice their religion freely while forcing their beliefs and religion upon the Native Americans and Africans. The Native American, European, and African cultures would coalesce within the Americas when societies began to work together but conflict would occur because of ideological differences and oxymorons.</p> <p>In order for a revolt to occur, individuals within or outside of a society being affected by an ideology must feel fighting the popular belief is worth fighting regardless of what the outcome maybe for themselves or their loved ones.</p> <p>Revolt means to break away from or rise against constituted authority, as by open rebellion; cast off allegiance or subjection to those in authority; rebel; mutiny.</p> <ol style="list-style-type: none"> <li>1. How are the foundations of societies developed and how do the ideas of those societies help create peace, cooperation, and conflict?</li> <li>2. What are the ideologies of the Native Americans tribes that set themselves up to lose their land to the Europeans?</li> <li>3. What are the ideologies the European colonies set up to succeed in a new world?</li> </ol> <p><b>Personal Connection</b>                  How is your family helping you build an ideology to succeed within America? How do your ideas work with and conflict with your parents? How do your beliefs work with and contradict with your friends? Do your belief transcend your friends or do your friends' belief transcends yours?</p>		

# UNIT 1 LEARNING EXPECTATIONS

How are societies built? When is a revolt justified?



Max Kester's revolt

## DC Power Standards

## Compelling Questions

## Supporting Questions

**Use the italicized questions to answer the DC Content Power Standards.**

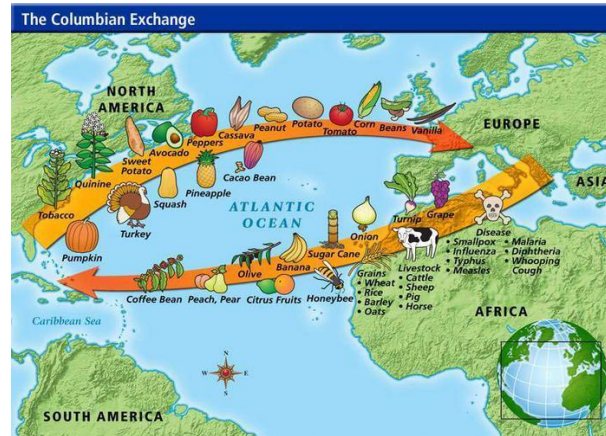
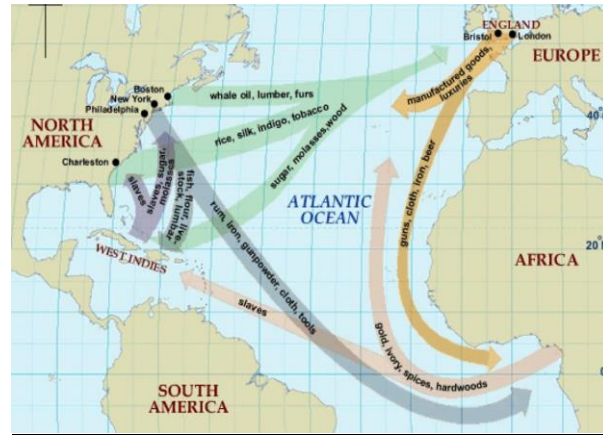
**8.1.2:** Explain instances of both cooperation and conflict between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances, as well as later broken treaties, massacres, and conflicts over control of the land.

*How did Native Americans and colonists work together? Use ISPICE and Perspective to discuss agriculture, trade, cultural exchanges and military alliances to discuss how they worked together.*

*Use ISPICE and Perspectives and discuss broken treaties, massacres and conflicts over land to analyze why European settlers and Native Americans fought each other.*

CQ 1: How and why did we get here?

1. *How are the Native Americans, Africans and Europeans working together?*
2. *How are the Native Americans, Africans and Europeans not working together?*
3. *What are the conflicts that have resulted with the Africans and Europeans inhabiting the Native Americans land?*



SQ 1: Who were the first inhabitants of America?

1. Could nomads walk to the Americas?
2. Where would they cross?
3. What were some of the Native American tribe's names?
4. How did these Native Americans come up with the same concept (irrigation and agriculture) as other people across the world?

SQ 2: How did Africans and Europeans get here?

1. Is slavery a bad thing?
2. Was slavery a common tradition in Africa?
3. Who was normally enslaved in Africa?
4. What was the difference between the slavery of Africa and the slavery of America?

SQ 3: How did differing goals lead to the creation and conflicts within the 13 colonies?

1. What are the 3 regions the 13 colonies are broken down in?
2. What are the different characteristics of each region and how did they generate money?
3. Why did Europeans decide to use Africans for slavery?
4. How did Europeans view the land as opposed to the Native Americans?

# UNIT 1 LEARNING EXPECTATIONS

**8.1.4:** Locate and identify the first 13 colonies and describe how their location and natural environment influenced their development.

*Where are the 13 colonies located and name them?*

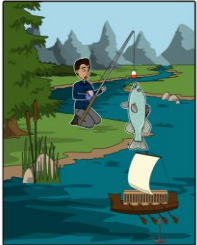
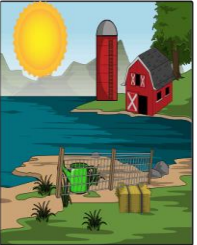

*How did their location and natural environment help the colonies to progress (use ISPICE and Perspectives)?*

**8.1.5:** Identify the contributions of political and religious leaders in colonial America (e.g., John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, and William Penn).

*How did political and religious leaders affect colonial America? Did colonial America progress because of these contributions? Use ISPICE and Perspectives to justify your answer.*

CQ 2: What does it mean to create a society?



New England Colonies	Middle Colonies	Southern Colonies
		
<small>Massachusetts, Rhode Island, Connecticut, and New Hampshire. The geography of New England has mountains thick with trees, rivers and poor rocks soil that was difficult to farm and unsuitable for crops. No religious freedom as the Puritans did not tolerate any other form of religion. There were differences between the New England, Middle and Southern regions. The Royal Colonies were ruled directly by the English monarchy.</small>	<small>New York, New Jersey, Pennsylvania, Delaware They liked to farm a lot climate is the Bread Basket. Had the most diverse Economy with the mix of farm goods and manufacturing. All of the systems of government in the Middle Colonies elected their own legislature. They were all democratic. They all had a governor, governor's court, and a court system.</small>	<small>The Southern Colonies are Maryland, Virginia, North Carolina, South Carolina, and Georgia. Hot climate Most important in the south Slavery was provided much of the labor. The systems of Government in the Southern Colonies were either Royal or Proprietary. The geography and climate impacted the trade and economic activities of Southern Colonies. The Southern Colonies concentrated on agriculture and developed the plantation system like tobacco, cotton, rice, sweet potatoes, corn, fruit and livestock.</small>

Create your own at Storyboard That



1. What were the characteristics that were needed to create a successful society? – Think back to civilizations of 7<sup>th</sup> grade.
2. Describe the different societies and why they were successful?
3. Compare the Native American societies to the Colonists.

SQ 4: How and why were different colonies found?

1. Review the questions above in SQ 3.
2. Why did the people in each of the regions decide to move and start over in the Americas?
3. What colonies were more concerned about their beliefs being protected then making money?

SQ 5: What role did geography play in the economies and political systems of each colony?

1. What did colonies have to focus on in order to generate profit and survive?
2. What political systems and or laws need to be implemented in order for colonies to succeed?
3. Why could these systems help lead to a revolution down the line?

SQ 6: How did each religion deal with their specific challenges in colonial America?

1. Did the colonists follow the religious beliefs or were they more concerned with their well being?
2. How did the colonists misuse their religion?
3. Were there colonists who used their religion correctly? Explain.

SQ 7: What leaders and ideas emerged in colonial America?

1. What ideologies started to take precedent as the colonists settled into their colonies?
2. Who were some of the leaders of the colonies?
3. How did these leaders help influence the colonists they lead?

# UNIT 1 LEARNING EXPECTATIONS

**8.1.10:** Identify the origins and development of slavery in the colonies, the struggle between proponents and opponents of slavery in the colonies, and overt and passive resistance to enslavement (e.g., the Middle Passage).

*What is the history of the early stages of slavery in the colonies?*

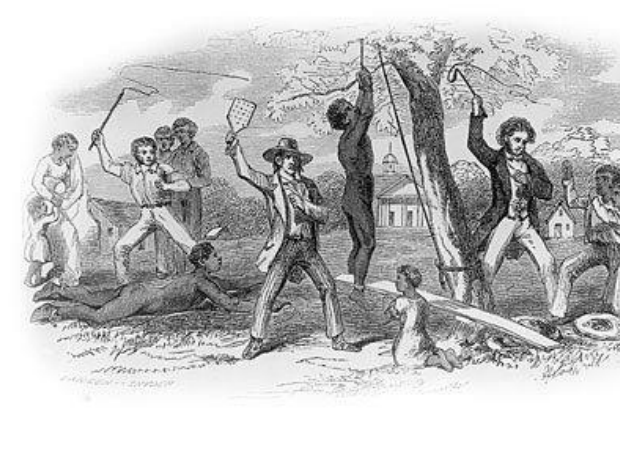
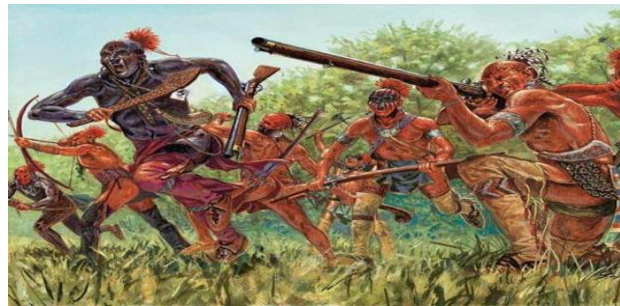
*What was the struggle between people who believed in slavery and those who did not?*

*How did people who did not believe in slavery openly resist?*

*How did people who did not believe in slavery passively resist?*

**CQ 3:** How can cooperation lead to conflict?

1. **What is cooperation?**
2. **Why would people work together?**
3. **Why would people stop working together?**
4. **Why would there be conflict when people stop working together?**



**SQ 8:** How did slavery develop in colonial America?

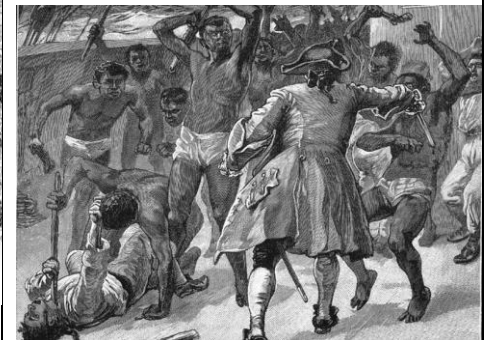
1. What is the Columbian Exchange?
2. What is triangular trade?
3. Why is slavery short for transatlantic slave trade?
4. What do think the Middle Passage was?
5. How did the idea of indentured servants push Europeans to choose slavery?

**SQ 9:** What were the factors that contributed to resistance to slavery?

1. How did Christianity help support the end of slavery?
2. Why did people begin to feel that slavery was not only bad but began to speak up about it and fight it?
3. How could the ending of slavery be a problem for the Southern colonies?

**SQ 10:** How was slavery resisted?

1. What actions did people begin to take to resist slavery?
2. What did countries begin to do to resist slavery?



## Unit Performance Task

Students use historical thinking skills to analyze primary and secondary sources to assess how successful America was as a society. Students will create 6-Panel Brochure showing the “successes” of America as a society using explanatory writing and including images to support their claims.